

The Effect of Learning Habit and Learning Environment at School to The Students' Achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar

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ABSTRACT

The title of this research was "the effect of learning habit and learning environment at school to the students' achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar", which aimed to know the effect of learning habit and learning environment at school to the students' achievement both partially and simultaneously at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar. The research used a quantitative approach with the kind of descriptive research. The population of research was the students in grade VIII that contain 128 students in the class and as the sample were 25 students. The sample was obtained by using Proportionate Stratified Random Sampling. The technique of collecting data will be obtained from observation, questionnaire, and documentation. The techniques of data analysis are used multiple linear regression analysis with t-test and f-test at a significant level of 0.05. The result of research showed that there was a significant effect of learning habit and learning environment to the students' achievement.

Keywords: Learning Habit, Learning Environment at The School, Students' Achievement

INTRODUCTION

Every country certainly wants a good quality of education. Starting from costs, human resources, supporting facilities and infrastructure, many countries are competing in educating their nation's children. These things cannot be separated from Indonesia, which also wants to improve the quality of Indonesian children in educating the nation's life. Therefore, the compulsory education in Indonesia has been regulated in Law Number 47 of 2008 which states that, it is compulsory to study in Indonesia for 9 years, namely 6 years in Elementary School (ES) or the equivalent and 3 years in Junior High School (JHS) or equivalent. But this thing has not improved the quality of education in Indonesia.

There are so many factors that cause the quality of education become low, for instance, first is the cost, it is very important because the learning process and its continuity need the costs, such as to buy school equipment, school fees and other costs. Second, the lack of professional teachers who are unqualified teachers, such as in taking the method used, the teacher's explanation that is not appropriate by students, the relationship between teachers and students is not going well and the teacher insists the students' standard learning be higher than their ability, it makes the

students have the difficulties in studying and make them become lazy to go to school. The third is the relationship between parents and children that is less harmonious, due to a lack of understanding love, or hatred, harshness, indifference, spoilage, etc., which causes the interaction between parents and children is being bad. (Ahmadi and Suprianto, 2004: 89)

In the related study by Jasmani Ibadah, the title was "The effect of Learning Habit to The Students' Learning Achievement in grade XI at SMA Negeri 1 Bukit, the Regency of BenerMeriah", the result of regression analysis showed that the students' learning habit in grade IX at SMA Negeri 1 Bukit, the Regency of BenerMeriah was increased 1%, in this case the students' achievement of grade IX at SMA Negeri 1 Bukit, the Regency of BenerMeriah will be increased 151,3%. The research showed that the students' learning habit in grade IX at SMA Negeri 1 Bukit, the Regency of BenerMeriah had a good habit, the students' achievement that was achieved by the students in grade IX at SMA Negeri 1 Bukit, the Regency of BenerMeriah had a good category, the variable of students' learning habits in grade IX at SMA Negeri 1 Bukit BenerMeriah Regency had a positive and significant effect to the variable of students' learning achievement in grade IX at SMA Negeri 1 Bukit, BenerMeriah Regency.

The research by Misri Diana, the title was "The effect of school environment to the students' absorption in the lesson of social science at SMA Negeri 8 Banda Aceh". The results of simple linear regression analysis were $Y = 47,49 + 0,53$ which means that every increase of 1 unit of school environment which affects the increase in the value of students' absorption was 0.53. The value of determinant coefficient was 0.375 which means that the students' absorption was 37.5% which can be compromised by the school environment. Hypothesis review showed that the value of t count 4.511 was greater than t table 2.032 with an error rate of 5% and $dk = 36 - 2 = 34$, it can be concluded that there was a positive and significant effect between the school environment to the students' absorption in the lesson of social science at SMP Negeri 8 Banda Aceh.

Based on the results of observations at the Tsanawiyah Insan Qur'ani Aceh Besar School, social science teachers teach without any learning tools such as syllabus, yearly program, semester program and lesson plan. This was not because the teacher did not want to teach but the teacher did not understand the learning tools, especially those related to the curriculum 2013, because the curriculum 2013 has been implemented. However, the teacher has never conducted training in making curriculum 2013 learning tools. Lesson plan, did not have a good lesson planning, and always use the lecture method.

It made the students to be inactive, lazy to think, sleepy and lazy to study. Therefore, students had poor learning habits in the lesson of social science, such as not doing assignments well, not reading study schedules, and not writing the notes, sometimes there are some students who do not bring textbooks that take place on that day. With poor students' learning habits it results in poor student learning achievement as well. Based on the explanation from the teacher, there were still students who have not reached the Standard Minimum Score for social studies subjects. The Standard Minimum Score of student in social studies was 75.

Based on the information above, the authors are interested in conducting a study entitled: "The Effect of Learning Habits and Learning Environment in Schools to the Students' Achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar".

The purpose of conducting this research is to determine the effect of learning habits and the learning environment in schools on student achievement both partially and simultaneously at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar. According to Bailey (Widi, 2010: 184) says, "A hypothesis is a temporary proposition, the truth is not yet known and, in many cases, shows a relationship between two or more variables". In this case, the hypothesis in this study is: "It is suspected that there is the effect of learning habits and learning environment in the school to students' achievement both partially and simultaneously at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar".

RESEARCH METHOD

This research was used quantitative approach with kind of descriptive research. The population of research was 128 people that as the sample were 25 people. The techniques of collecting data obtained from observation, questioner, and documentation. The techniques of data analysis in this research were multiple linear regression, correlation coefficient (r), determination coefficient (r^2), t test and f test.

RESULTS AND DISCUSSION

The research was conducted at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar, which is located on the Banda Aceh - Medan road Km 12.5, Baitul 'Adhim Mosque Complex, Aneuk Batee Village, Suka Makmur District, Aceh Besar District. Before conducting the research, the researchers tested the instruments first to the 25 students of Madrasah Tsanawiyah Insan Qur'ani Aceh Besar. Furthermore, it is tested for validity and reliability.

Based on the results of the research showed that the variables of learning habit had the significant effect to the learning achievement, it was known from the results of the t value, $t = 2.539 > t \text{ table } 2.069$. This result supported with the theory by Ahmadi and Supriono (2004: 138) stated that learning habits affected the learning achievement which was one of the factors of students' internal factors. Learning habits were more likely to control students' behavior when they were doing learning activities because learning habits contain strong motivation. The students often did bad habits. According to Dimyati and Mudjiono (2002: 246), "Poor habits include (i) studying at the end of the semester, (ii) studying irregularly, (iii) wasting learning opportunities, (iv) going to school just to prestigious, (vi) asking for mercy without learning. Students who have regular learning will easily understand and master the lessons given by the teacher and when the students learn on their own. Conversely, if the students have bad habits, the students will get the difficulties in accepting lessons given by the teacher, which results in obstruction of learning success which will be affected by learning achievement. Therefore, the students who have good learning habits will get good achievements too."

The results of data analysis in the variables of learning environment at school indicated that there was a significant effect to the learning achievement. This is indicated by the results of the research that have been analyzed, namely $t_{\text{count}} = 2.913 > 2.069 t \text{ table}$. This result was supported by Slameto (2003: 60). External factors that affected the

learning achievement were school, family, and community factors. School factors that affected learning achievement include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, and the state of the school building. School has an important role in improving children's mindset, because at school they can learn various kinds of knowledge. The school environment must be conducive, learning tools must support the teaching and learning process and the air temperature also needs to be considered so that students can study comfortably and students' achievement will also increase.

The amount of effects were exerted by the variables of learning habits and learning environment at school to the students' achievement at MTs Insan Qur'ani Aceh Besar can be known from the value of the correlation coefficient by SPSS that was equal to 0.682, thus the wide relationship is given by the variables of learning habits and learning environment at school to the student achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar was 68%. While the remaining 32% was the effect of other factors not examined in this study. While the determinant coefficient (r^2) was 0.465, meaning that students' achievement was affected by learning habits and the learning environment of students at school by 46% and the rest was affected by other factors such as interest, motivation, technology and science.

In general, it showed that the learning habits and learning environment at school were important factors that could affect students' achievement. This was indicated by obtaining $F_{\text{count}} = 9,545 > F_{\text{table}} 3,443$ with a significance level of 5%, which means that the two independent variables, namely learning habits and the learning environment at school, had a significant effect to the dependent variable, namely students' achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar.

Note:

X_1 = Learning habits

X_2 = Learning environment at school

Y = Learning achievement

From the table, it is obtained:

$$\begin{aligned}
 \sum X_1 &= 1.295 \\
 \sum X_2 &= 2.473 \\
 \sum Y &= 2.002 \\
 \sum X_1 Y &= 105.246 \\
 \sum X_2 Y &= 200.672 \\
 \sum X_1 X_2 &= 128.494 \\
 \sum X_1^2 &= 68.227 \\
 \sum X_2^2 &= 247.433
 \end{aligned}$$

To calculate the numbers of a , b_1 , b_2 can use the following equation:

$$\begin{aligned}
 \sum Y &= a n + b_1 \sum X_1 + b_2 \sum X_2 \\
 \sum X_1 Y &= a \sum X_1 + b_1 \sum X_1^2 + b_2 \sum X_1 X_2 \\
 \sum X_2 Y &= a \sum X_2 + b_1 \sum X_1 X_2 + b_2 \sum X_2^2
 \end{aligned}$$

If the numbers from the data above are included in the equation then:

$$\begin{aligned}
 2.002 &= 25 a + 1.295 b_1 + 2.473 b_2 & \dots\dots\dots (1) \\
 105.246 &= 1.295 a + 68.227 b_1 + 128.494 b_2 & \dots\dots\dots (2) \\
 200.672 &= 2.473 a + 128.494 b_1 + 247.433 b_2 & \dots\dots\dots (3)
 \end{aligned}$$

In order a to be 0 in equations of 1 and 2, then equation (1) is multiplied by 259, equation (2) is multiplied by 5, the result is:

$$518.518 = 6.475 a + 335.405 b_1 + 640.507 b_2$$

$$526.230 = 6.475 a + 341.135 b_1 + 642.470 b_2$$

$$\begin{array}{rcl} -7.712 & = & 0 - 5.730 b_1 - 1.963 b_2 \\ 7.712 & = & -5.730 b_1 - 1.963 b_2 \end{array}$$

In order of the calculation a to be 0 in equations 1 and 3, then equation (1) is multiplied by 2.473, equation (3) is multiplied by 25, the result is:

$$4.950.946 = 61.825 a + 3.202.535 b_1 + 6.115.729 b_2$$

$$5.016.800 = 61.825 a + 3.212.350 b_1 + 6.185.825 b_2$$

$$\begin{array}{rcl} -65.854 & = & 0 - 9.815 b_1 - 70.096 b_2 \\ -65.854 & = & -9.815 b_1 - 70.096 b_2 \end{array}$$

Equation (4) is multiplied by 1.963, equation (5) is multiplied by 1.146, the result is:

$$-15.138.656 = -11.247.990 b_1 - 3.853.369 b_2$$

$$-75.468.684 = -11247990 b_1 - 80330016 b_2$$

$$60.330.026 = 0 + 76.476.647 b_2$$

$$b_2 = \frac{60.330.026}{76.476.647}$$

$$b_2 = 0,7888 \text{ (0,789)}$$

The value of b2 gets in either equation (4) or equation (5). In this case, it included in equation (4), then:

$$-7.712 = -5.730 b_1 - 1.963 (0,789)$$

$$-7.712 = -5.730 b_1 - 1.548,807$$

$$5.730 = 7.712 - 1.548,807 = 6.163,193$$

$$b_1 = \frac{6.163,193}{5.730}$$

$$b_1 = \frac{1,0756 \text{ (1,076)}}{5.730}$$

The number of b1 and b2 are included in equation (1), then:

$$2.002 = 25 a + 1.295 (1,076) + 2.473 (0,789)$$

$$2.002 = 25 a + 1.393,42 + 1.951,197$$

$$-25 a = -2.002 + 3.344,617$$

$$-25 a = 1.342,617$$

$$a = \frac{1.342,617}{-25}$$

$$a = \frac{-53,705}{-25}$$

Based on the calculations above, the result are as follows:

$$a = -53,705$$

$$b_1 = 1,076$$

$$b_2 = 0,789$$

$$Y' = a + b_1X_1 + b_2X_2$$

$$Y = -53,673 + [1,076] \text{ (Learning habits)} + [0,789] \text{ (Learning Environment in School)}$$

Based on the regression equation above

The value of a constant of -53.673 showed that the learning habit variable (X_1), and the learning environment at school (X_2) is assumed to be equal to zero, it is predicted that the Learning Achievement decision (Y) is -53.673.

The coefficient value of the regression equation for learning habits (X_1) was 1.076, meaning that if the X_1 element increases by one point, the learning achievement will change by 1.076.

The coefficient value of the regression equation for the learning environment at school (X_2) is 0.789, it means that if the X_2 element increased by one point, learning achievement will change by 0.789.

CONCLUSIONS

Based on the data analysis and from the results of discussion, it can be concluding that the effect of learning habits and learning environment in schools to the students' achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar as follows:

1. Learning habits have a significant effect to learning achievement. The results of the analysis of research data that have been processed which show that $t_{\text{count}} = 2.539 > t_{\text{table}} 2.069$, meaning that the better the student's learning habits, the better the learning achievement results obtained.
2. The variables of learning environment at school have a significant influence to the learning achievement. This is indicated by the results of research that have been analyzed, namely $t_{\text{count}} = 2.913 > 2.069 t_{\text{table}}$, meaning that if the students' learning environment is good, the students' learning achievement will increase.
3. While simultaneously these two variables (learning habits and learning environment at school) have a significant effect to the students' achievement at Madrasah Tsanawiyah Insan Qur'ani Aceh Besar. This is indicated by $F_{\text{count}} = 9,545 > F_{\text{table}} 3,443$.

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